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ABSTRACT

The module described in this document is part of a series of instructional modules on sex-role stereotyping in education. This document (including all but the cassette tape) is the module that explores how sex-role stereotyping influences the referral process, testing procedures, classroom materials, and other procedures providing help for exceptional children. (Author/MLF)

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DIAGNOSING THE PROBLEM:
SEX STEREOTYPING IN SPECIAL EDUCATION

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EA 012 936

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INSTRUCTIONS

The enclosed module on sex stereotyping in special education is composed of a 25-minute tape, five transparency masters and four handouts with a bibliography. The module is designed so that it can be used independently or to supplement an existing instructional unit.

The module was developed to facilitate discussion as well as to present information. Several times during the tape the group is requested to stop the tape recorder and participate in an activity. It is suggested that at that time the instructor or group leader stop the tape recorder and initiate the activity. When the discussion of the activity appears to be winding down, the tape should be started again. The unit, with activities, should take between one and two hours. We strongly recommend that the instructor or group leader listen to the tape before using it and write down possible points to be shared with the group during the discussions. We think the module is a good one, but it is only as effective as your group discussion and participation make it.

There are five transparencies that go with the tape: (1) Stereotyping, (2) Stereotyped Expectations of Girls and Boys, (3) Sex Stereotyping in the Special Education Curriculum, (4) Central Characters in Children's Readers and (5) Stereotyping in Textbooks. At the appropriate time each transparency is introduced on the tape; following this, there is a short pause to allow the transparency to be put on the overhead projector. You may want to stop the tape during this pause, to allow everyone to read the transparency.

Copies of the handout should be made and distributed to members of the group prior to beginning the tape. Copies can be made by using any copying machine or by using a Thermofax machine to make ditto masters of the handouts.

Transparencies can be made from the transparency masters by covering the master with a sheet of transparency film and running both the sheet and the master through a Thermofax machine.

This module is part of a series of instructional modules on sex-role stereotyping in education. Other modules are available in Language Arts, Social Studies, Mathematics, Physical Education, Human Growth and Development, Science, Fine Arts, Business Education, Curriculum, Early Childhood Education, and Research and Measurement.

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HANDOUTS

CHECK YOUR CLASSROOM

Do teachers use the same standards and the same punishments for students regardless of sex?

Do teachers value and encourage independent and assertive behavior?

Do teachers encourage male and female students to share jobs equally?

Do teachers greet girls and boys equally?

Do teachers encourage girls and boys to use housekeeping and dress-up areas?

Do teachers encourage boys and girls to use climbing and construction equipment?

Do teachers encourage girls as well as boys to build with blocks?

Do teachers encourage the children to feel free to get messy?

Do teachers encourage the children to be assertive and independent?

Are girls and boys equally encouraged to use art materials?

Are community helper figures interracial and non-stereotyped?

Are pictures on the walls non-sexist, cross-cultural (multi-ethnic) and interracial?

Are boys and girls equally responsible for tidying up?

A CHECKLIST FOR STUDENTS' BOOKS*

In General:

Are the books sexist or racist? Do they perpetuate any attitudes, actions or institutional structures that subordinate a person or group because of their sex or race?

Specifically:**

1. Do minorities appear as social problems rather than as valued members of society?
2. Do illustrations fail to show women or minorities in positions of authority or power?
3. Do "revised" books continue to offer the same few female and minority heroes as if no others existed?
4. Do books assume a white Christian audience?
5. Are problems in the math books illustrated with pictures showing boys earning money and building things, while girls spend money, cook and sew?
6. Do the stories in readers feature suburban families of four, with "briefcase-toting" fathers and "nonworking" mothers?

   (Many children who cannot see anything familiar in such stories quite understandably decide that reading is not for them.)
7. Do world history books first mention Africa in connection with the slave trade, neglecting its great early civilizations?
8. Do authors try to give a "balanced" treatment of the "pros and cons" of slavery?

   (This is about as acceptable as a "balanced" treatment of Nazism would be.)

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* For other checklists see Human and Anti-Human Values in Children's Books, Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023.

** Adapted from How Fair Are Your Children's Textbooks? by the National Education Association. Used by permission.

RECOMMENDED READING FOR SPECIAL EDUCATION STUDENTS*

Adoff, Arnold, Make a Circle Keep Us In: Poems for a Good Day, Delacorte Press, New York, 1975.

Anker, Charlotte, Last Night I Saw Andromeda, Henry Z. Walck, New York, 1975.

Boker, Cecil, The Leopard, Atheneum, New York, 1975.

Breinburg, Petronella, Doctor Shawn, Thomas Y. Crowell, Scranton, Pa., 1975.

Charlip, Remy, and Lillian Moore, Hooray for Me, Parents Magazine Press, Bergenfield, N.J., 1975.

Gold, Phyllis, Please Don't Say Hello, Human Services Press, New York, 1975.

Hirsch, S. Carl, He and She, J.B. Lippincott, Philadelphia, Pa., 1975.

Levy, Elizabeth, Something Queer at the Ballpark: A Mystery, Delacorte Press, New York, 1975.

List, Ilka, Grandma's Beach Surprise, G.P. Putnam & Sons, East Rutherford, N.J., 1975.

McDermott, Beverly Brodsky, Sedna: An Eskimo Myth, Viking Press, New York, 1975.

Miles, Betty, Around and Around Love, Alfred A. Knopf, New York, 1975.

Moskin, Marietta, Waiting for Mama, McCann & Geoghegan, East Rutherford, N.J., 1975.

Newfield, Marcia, A Book for Jordan, Atheneum, New York, 1975.

Robinson, Tom D., An Eskimo Birthday, Dodd, Mead, New York, 1975.

Schlein, Miriam, The Girl Who Would Rather Climb Trees, Harcourt, Brace, Jovanovich, New York, 1975.

Shyer, Marlene Fanta, Blood in the Snow, Houghton Mifflin, Boston, Mass., 1975.

Tobias, Tobi, Arthur Mitchell, Thomas Y. Crowell, Scranton, Pa., 1975.

Tobias, Tobi, The Quilting Deal, Viking Press, New York, 1975.

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* References from the Council on Interracial Books for Children, Human and Anti-Human Values in Children's Books, Racism and Sexism Resource Center for Educators, 1841 Broadway, New York, N.Y. 10023.

WHAT YOU CAN DO

1. Work to make classroom expectations less stereotypically feminine. Remember that good students are independent and assertive and cooperative and caring.

2. Keep in mind that girls and boys frequently respond differently to learning problems.

3. Discuss stereotypic story lines with your class. Have them rewrite racist and sexist stories and have them write their own materials. Your handout, "Recommended Reading for Special Education Students," gives information about some good materials already available.

4. Write letters to textbook publishers protesting the lack of good equitable materials.

5. Check vocational and career programs for the handicapped to see if males and females are encouraged to go into nontraditional jobs as well as the traditional, frequently sex-stereotyped jobs.

6. Examine your school's special education placement program to determine if it includes quantitative as well as verbal components and to ensure that it is as culturally fair as possible.

7. Be familiar with your federal, state and local laws such as the Education of All Handicapped Children Act of 1975 (PL 94-142) and Title IX of the Education Amendments of 1972 that pertain to special education and sex discrimination.

8. If possible, try to get the father as well as the mother of the special child involved in parent-teacher interaction.

Your other ideas:

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Abeson, Alan, and Jeffrey Zettel, "The End of the Quiet Revolution: The Education of All Handicapped Children Act of 1975," Exceptional Child, Vol. 44, No. 2, October 1977, pp. 114-128.

Banks, James, "The Need for Positive Racial Attitudes in Textbooks," Racial Crisis in American Education, ed. Robert Green, Follett Educational Corporation, Chicago, 1969, pp. 167-185.

Bartel, Nettie R., J. Jeffrey Gill and Diane N. Bryen, "Language Characteristics of Black Children: Implications for Assessment," Journal of School Psychology, Vol. 11, No. 4, 1973, pp. 351-362.

Bosma, Boyd, The N.E.A. Testing Moratorium, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036, 1973.

Brophy, Jere, and Thomas L. Good, "Of Course the Schools Are Feminine But Let's Stop Blaming Women for It," Phi Delta Kappa, September 1973, pp. 73-75.

* Broverman, Inge K., Donald M. Broverman, Frank E. Clarkson, Paul S. Rosenkranz, and Susan R. Vogel, "Sex-Role Stereotypes and Clinical Judgments of Mental Health," Journal of Consulting and Clinical Psychology, Vol. 30, No. 1, 1970, pp. 1-7.

Burke, A.A., "Placement of Black and White Children in Educable Mentally Handicapped Classes and Learning Disability Classes," Exceptional Child, Vol. 41, No. 6, March 1975, pp. 438-439.

* Gillespie, Patricia H., and Albert H. Fink, "The Influence of Sexism on the Education of Handicapped Children," Exceptional Child, Vol. 41, No. 3, November 1974, pp. 155-162.

* Gilling, Tom, and Chauncy Rucker, "Labels and Teacher Expectations," Exceptional Child, Vol. 43, No. 7, April 1977, pp. 464-465.

Gregory, Mary K., "Sex Bias in School Referrals," Journal of School Psychology, Vol. 15, No. 1, 1977, pp. 5-8.

McCloud, Barbara, Marlys Mitchel, and Gilbert Ragland, "Content Analysis of Basal Reading Texts for Normal and Retarded Children," Journal of Special Education, Vol. 10, No. 3, Fall 1976, pp. 259-264.

Sattler, J.M., "Racial Experimenter Effects in Experimentation Testing, Interviewing and Psychotherapy," Psychological Bulletin, Vol 73, No. 2, 1970, pp. 137-160.

Sexton, Patricia Cayo, The Feminized Male: Classrooms, White Collars and the Decline of Manliness, Vintage Books, New York, 1970.

Smith, I. Leon, and Sandra Greenberg, "Teacher Attitudes and the Labeling Process," Exceptional Child, Vol. 41, No. 5, February 1975, pp. 319-324.

"Title IX Summary," PEER, 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C., 20005, n.d.

Wolfensberger, Wolf, and Richard Kurtz, "Use of Retarded-Related Diagnostic and Descriptive Labels by Parents of Retarded Children," Journal of Special Education, Vol. 8, No. 2, Summer 1974, pp. 131-142.

* Particularly recommended

TRANSPARENCIES

STEREOTYPING

STEREOTYPING is the arbitrary assigning of certain habits, abilities, and expectations to people solely on the basis of group membership, regardless of their attributes as individuals.

Read the following descriptions and discuss the images and assumptions that come to mind. What would you assume or imagine about:

1. **a man with tattoos on his arms?**
2. **a tall young Black man?**
3. **a young girl climbing trees?**
4. **a high school boy who writes poetry?**
5. **a Southern Baptist minister?**
6. **a Chicano teenager?**
7. **a woman who failed to signal a turn while driving down the street?**
8. **a forty-year-old Jewish woman from New York?**

Can you think of other stereotypes?

STEREOTYPED EXPECTATIONS OF GIRLS & BOYS

A "Good" Boy Is:

aggressive
independent
loud
interested in sports

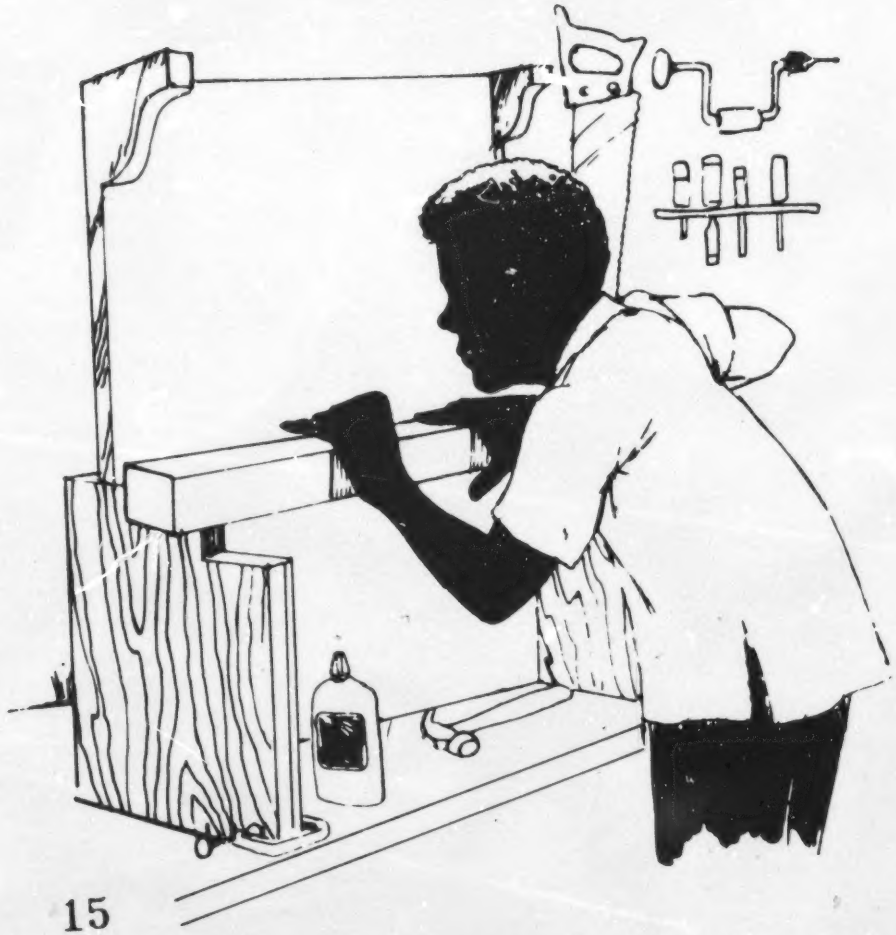
A "Good" Girl Is:

passive
dependent
quiet
interested in reading

A "Good" Student Is:

passive
dependent
quiet
interested in reading

SEX STEREOTYPING IN THE SPECIAL ED. CURRICULUM



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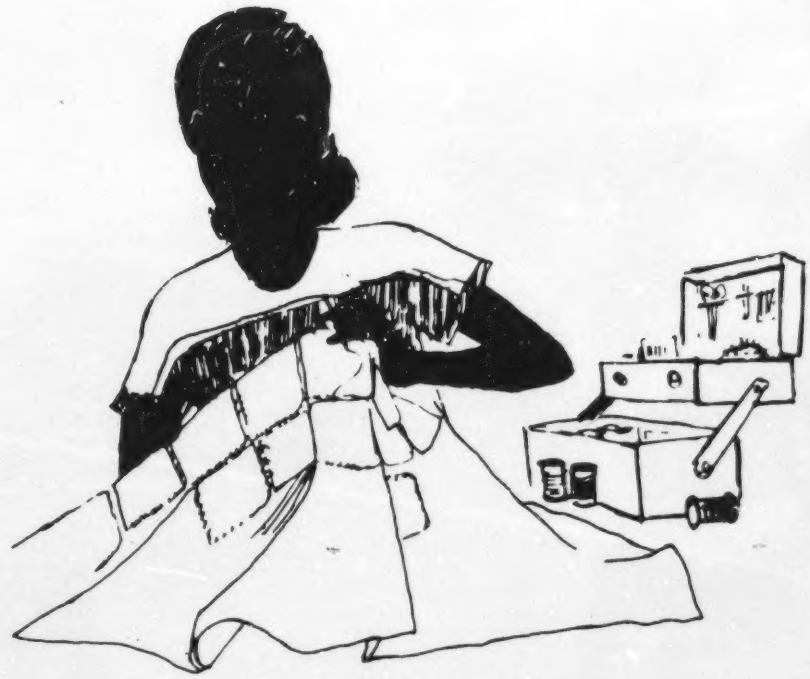

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CENTRAL CHARACTERS IN CHILDREN'S READERS

White Male	57.5%	White Female . . .	26.4%
Black Male	7.2%	Black Female	2.7%
Other Male	5.0%	Other Female	1.2%
	69.7%		30.3%

STEREOTYPING IN TEXTBOOKS

- Limits female and minority aspirations.
- Encourages passive, dependent, incompetent girls.
- Encourages aggressive, competitive, uncaring boys.
- Presents a distorted view of the world.